

TITLE I SCHOOLWIDE PROJECTS



What is the process in
becoming a schoolwide
project?

Is my school eligible?

Do we have a building with 40% or higher poverty?

--The poverty level is the percentage of the residents of the attendance center or the enrollment of the school eligible for free or reduced meals under the Child Nutrition Program.



Is my school interested?

- # Are we willing to spend a year planning?
- # Can we make this commitment by November 1?
- # Can we get our staff on board to follow through with a specific plan or program?
- # Will this project receive support from administration, school board, staff, and community?



SCHOOLWIDE PROJECTS

NCLB – Title I
Components/Requirements



Schoolwide Eligibility



- # Poverty Level Requirement
- # District Preparation
- # Administrators and Teachers Preparations
- # Parents and Community Preparations

Poverty Level

- # NCLB Act states that schools with at least 40% poverty can have schoolwide projects
- # Poverty determined by per cent of students receiving free and reduced lunch
- # Determined by building
- # Based on enrollment or residents

District Preparations

- # Willing to provide support
- # Spend a year of planning
 - CSR Projects—an option
(Comprehensive School Reform)



Administrators and Teachers Preparations

- # Willing to lead and change
- # Understand concept and requirements
- # Identify needs, strategies, and resources
- # Willing to integrate programs and services
- # Have 80% of staff committed to the plan
- # Have developed a plan that meets the requirements of the Title I laws

Parents and Community Preparations

- # Parents and community must be involved in the decisions and planning of a schoolwide project.
 - Parents, business, and retired persons, involved at various levels, will enhance education
 - Public knowledge vital for continued support
 - Education must be part of the community

Schoolwide Requirements

1. Comprehensive Needs Assessment
2. Reform Strategies
3. Instruction by Highly Qualified Staff
4. Attract / Retain Highly Qualified Staff
5. Professional Development

Schoolwide Requirements (cont.)

6. Parent and Community Involvement
7. Transition
8. Teacher Participation in Assessment Decisions
9. Strategies to address areas of need
10. Coordination, Integration of Resources and Funds

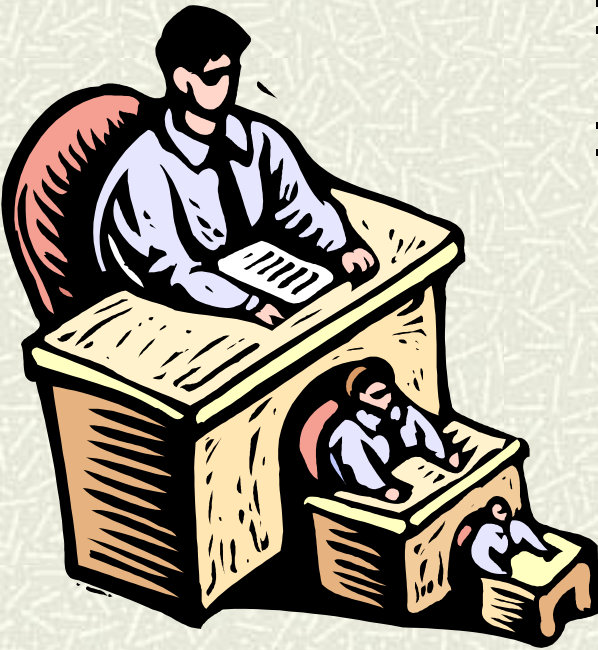
Comprehensive Needs Assessment

- # Primary step in the improvement plan
- # Involve: Parents, Teachers, Staff, Students, Community, and District Administration
- # Disaggregated data should include hard and soft data that is continual and archived.
- # Needs assessment must include a vision of the future driven by standards

Building Profile

- # Current Information / Activities
 - # The Identified Needs
 - # Strategies to Meet Needs
 - # Resources / Funding
-
- Activities involving school and community included despite 'building' title.

Reform Strategies



- # Research-based
- # “Works in progress”
 - Initial strategies will change/evolve over time
 - Evaluate progress constantly
 - Flexibility is critical

Highly Qualified Staff



- # Trained to meet needs of all children and especially target population children
- # Each teacher's development and growth is essential
- # Qualified/certified to meet and extend upon the needs of all students and the school

Professional Development

- # Provided for entire school community
- # Aligned with the outcomes and goals
- # Strategies demonstrated through
 - Direct instruction by the teacher
 - Increased achievement by the student
- # Ongoing support to reinforce what is learned and maintain the plan's integrity

Parent and Community Involvement

- # Strategies to increase parent involvement
- # Collaboration with community
- # Included in decision making
- # Materials available in understandable language



Transition

- # Head Start, Even Start, private and home child care providers, and district schools
- # Grade level, building level, and school to career
- # Implement and assess annual meetings for respective and potential programs for children and families
- # New students and families
- # District wide awareness of family/culture needs

Teacher Participation in Assessment Decisions

- # Teachers, administrators, and parents should directly participate for the district, building and classroom assessment.



Assistance for children having trouble mastering standards

- # Instructional strategies meet children's needs
- # Instructional strategies based on research
- # Instructional strategies align with standards
- # Well-defined process to identify students having difficulties
- # Timely, effective assistance
- # Thematic, integrated instruction designed to various learning styles and needs

Resources

Look to all possible resources to better meet the needs of all students.

- Funds
- Time
- Human Resources
- Materials
- Community



Schoolwide Plans

- # Other requirements in addition to the ten components:
 - Provide individual assessment results to parents
 - Provide for disaggregation of assessment results

Other Programs & Resources

- # Are there other comprehensive plans in existence for the school?
- # Have efforts been made to eliminate duplication?
- # Is there coordination among other plans and programs?
- # What programs and funds support the plan?

Assessment

- # Evidence that individual assessment results of student performance on standards will be shared with parents.
- # Assessment results will be disaggregated and used for determining instructional and school improvement strategies.

Peer Review Process



- # Beginning with the 2002-2003 school year, ALL schoolwide plans will be peer reviewed.
- # A scoring rubric will be used for rating schoolwide projects.
- # Review and ratings will take place at two or more sites across the state.

Peer Review Process (continued)

- # Any plan not passing initial review will need to be revised and approved by May 31.
- # Each participating school needs to have one person attend the peer review meeting.



What is in the rubric?

- # Criteria for rating the required components of a schoolwide plan
- # Three levels: Required, Proficient, and Advanced

Who developed the rubric?

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- # Team East
(Omaha area)
 - # Team West
(North Platte area)

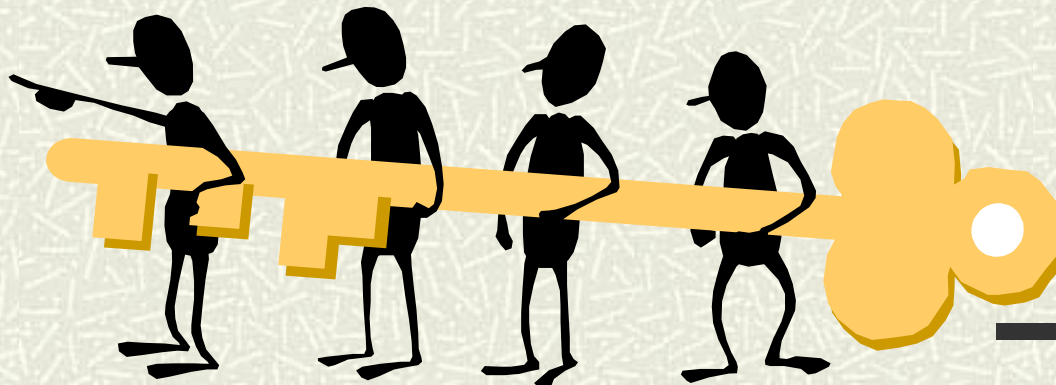
(Fall 2001)

Small groups defined:

- # Requirements
- # Three levels of performance descriptors
- # Scoring process

TEAM WORK

- # Each team worked on half of the components.
- # Small groups developed performance descriptors for each requirement.
- # **Fall 2004 – Rubric updated by schoolwide task force.**



TIMELINE



By November 1	Schools submit a commitment to spend the school year developing a plan.
November thru March	Interested schools use rubric to guide the development of a plan.
April 1	ALL plans must be finalized and submitted to State Title I Office for peer review.

TIMELINE



April	Regional meetings to conduct peer reviews of all schoolwide plans.
May 1	Peer review feedback returned to schools. Any required revisions will be identified.
May 31	Revisions of plans due to State Title I Office.

TIMELINE



July 1st

NCLB Consolidated Applications for school year are due. Only schools with plans that have acceptable peer review rating will be allowed to operate as a schoolwide project.

If we qualify—then what?



- # Implement the plan as submitted and peer reviewed.
- # Keep accurate records to help decide what to change and what to keep the same for the following school year.
- # Expect positive changes!